DOCUMENT RESUME

ED 050 743 LI 002 802

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TITLE	The Library-Centered Library School.
INSTITUTION	State Univ. of New York, Albany.
PUB DATE	68
NOTE	31p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Conferences, *Library Education, *Library Schools, *Library Science, *Professional Continuing Education, *Professional Education, School Libraries
IDENTIFIERS	Librarianship, *Library Science Literature

ABSTRACT

The five points made in this paper are (1) library-centered library education must involve use of the organization of library literature; (2) that the dimensions of library literature include (a) the resources produced by and for librarians, (b) the literature of the disciplines upon which librarianship draws and (c) the literature with which librarians work; (3) that setting the boundaries of library literature is problematic no matter how it is defined; (4) that "mastery of the literature" in the sense of knowing content is probably an unobtainable objective of professional education in a field which is changing so fast and (5) that library-centered assignments in library schools offer a conceptual framework, a theoretical foundation for a continuing process of learning. (see also LI 002 796 through LI 002 801 and LI 002 803 through LI 002 807). (Author/NH)

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THE LIBRARY-CENTERED LIBRARY SCHOOL

by

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LI 002 802

CONFERENCE ON THE BIBLIOGRAPHIC CONTROL
OF LIBRARY SCIENCE LITERATURE

State University of New York at Albany
April 19-20, 1968

ED050743

THE LIBRARY-CENTERED LIBRARY SCHOOL

Most college and university librarians have come to accept the evidence which indicates that the old saw, "the library is the heart of the college," is a myth. It is still serviceable as an argument for financial support, still a significant factor in the recruiting of able faculty members, still a powerful symbol of the vision we all entertain of what a college education ought to be like--but not a description of reality as it is experienced by a majority of college students. Among those academic librarians who are interested in bringing the myth a little closer to reality, there are some, and I am one of these, who think the key is in the teaching faculty. We have devoted our efforts to persuading the faculty--or at least some of the faculty about some of the work in some of their courses--that learning <u>through</u> the library is not only possible for a great many more students than the few who now experience it, but also that it is consistent with recognized objectives of liberal education and with widely accepted learning theory.

The theme of this paper is a parallel case for library-centered library education. Or, to put it another way, this paper will ask, and suggest some answers to, the questions: "Should we, can we, do we, practice what we preach?"

To begin with, a definition or two may be in order. When we talk about the library-centered library school or library education, I take it we can assume that we mean all library school students, not just the advanced students or the "interested" students, or the "good"

students. (I stress this point because the evidence indicates that for some fifteen per cent of undergraduate students, the library, indeed, provides a significant educational experience. But the visibility of this fifteen per cent in the consciousness of the professors, supporting the myth, makes it all the harder to stimulate any concern for the other eighty-five; it is possible that library science professors have an equally limited perception.)

Second, let us define the "library" as a systematically organized collection of records, a collection which is not self-contained but which includes links to the networks of bibliographic organization of society in general. The necessary implication of this definition is that use of the library involves not merely reading, but use of the organization itself, to identify, to select, to locate, perhaps to interpret and evaluate what is read. It involves, in short, use of resources which are not pre-identified by the instructor.

Library-centered library education, then, would require that all library school students have occasion to use library organization to find resources not assigned or recommended by their instructors. Note the phrase "have occasion." Clearly, there is no virtue in burdening students with unnecessary searching. Whenever learning objectives can be most effectively achieved through textbooks, required readings on reserve, distributed bibliographies or other such guidance from the instructor, these methods should be used. But, I would submit, library

education cannot be considered truly library-centered unless it includes also objectives which can only be achieved through use of the organization of the library.

The rest of this paper will be concerned with the why, what, and how of such objectives.

Why: The Rationale for Library-Centered Teaching

The case for library-centered teaching of library science need not be belabored. Librarians will be working in libraries; obviously they need to know about them. But, specifically, what? How much? And, most important, how are they to learn? It seems to me that some of the arguments used to support library-centered teaching at the undergraduate level may help us clarify our specific objectives and methods.

We say, for example, that undergraduates should learn how to use the library because the library is a tool for continuing, self-directed learning. Presumably the expectation that a professional should have mastered the literature of his field is based upon similar reasoning. But what is the literature of librarianship? How can librarians best be prepared to use this literature to continue learning, to cope with change in their own field? We need answers to these questions in order to decide what and how to teach.

Again, in connection with undergraduate education, some of us argue that library and bibliographic organization reflect--imperfectly, to be sure, but recognizably--the structure of the disciplines, and that, therefore, experience in the use of this organization is an appropriate method for acquiring understanding of this structure. We go further and, pointing to the current emphasis in curriculum theory, first, upon structure of the disciplines and second, upon the "discovery" method of teaching, suggest that the library can serve, indeed, as a "laboratory for learning" in which students can "discover" at least some semblance of the structure of knowledge. If we are persuaded of the efficacy of the "discovery" method of teaching, we must decide how it can be used in library education. And we must face up to some professional soul-searching as we try to define the structure, if such there be, of library science.

What I am suggesting is a rationale for library-centered library education which goes beyond the obvious need for librarians to know something about the institutions in which they will work. First, like other professionals, librarians must know the literature of their own field well enough to be able to use it for their own continuing education. Second, discovery of the structure of library science through use of the organization of library resources may, in itself, be a powerful learning experience.

What: The Content of Library-Centered Library Education

The specific (and related) questions, however, remain. What is the literature of librarianship? What is the structure of library

science? And what is involved in the application of the discovery method to library education?

Because librarians deal with the whole universe of recorded knowledge, it is almost impossible to define the boundaries of the literature of the field. The attempt to do so is justified, however, because each definition raises different questions about the kind and degree of "mastery" we expect our student to attain.

The narrowest definition, presumably, would be "the literature produced by and for the library profession." Like other professions, librarianship is equipped with books and professional journals, abstracting and indexing services, "state-of-the-art" reviews, dictionaries and encyclopedias, biographical and institutional directories, yearbooks, statistical compilations, textbooks, histories, annual reports, handbooks, manuals, and other such professional "tools." This is the literature related to the practice of librarianship. (There can be no firm line drawn between the literature of a profession, as such, and the literature which records the "body of knowledge" upon which a profession draws, that "specialized body of knowledge" which is usually cited as one of the characteristics which distinguishes a profession from a trade. But, for the moment, let us assume a discernible difference between the "body of knowledge" and its application in practice.)

Probably no one would quarrel with mastery of the literature of professional librarianship, defined in this way, as an appropriate objective of library education. But here, as in other aspects of our ill-defined field, we have difficulty drawing the line between the "core" and the specializations. To what extent, for example, should we expect all of our graduates to be familiar with the professional literature of college and university librarianship? Of school librarianship? Of medical librarianship? Or, to look at the other side of the coin, might it not be equally or perhaps even more important for the graduate headed for college library work to be familiar not only with the specialized literature of academic librarianship but also with the literature of higher education? If we decide that a choice is not necessary, that every graduate should know the literature of the whole range of librarianship and also the literature of the field in which he will practice, we should make the decision explicit and implement it in our curriculum.

If we include in our definition the literature of the "body of knowledge" upon which librarianship is based, the boundaries, obviously, are much harder to draw. Long gone are the days when everybody understood that what librarians needed to know was "books," meaning primarily literary works. A good many of us would find it hard to accept the calm certainty reflected in this statement in a recent article: "The classification of library materials is the only true science found in the entire discipline of 'library science,' and it is expected to

display the characteristics of a science; i.e., philosophic foundations, systematization, predictability."[1] I, for one, am not convinced that classification is any more--or less--of a "true" science than the "science" of administration, the communication or information "sciences," or, indeed, history, sociology, mathematics, psychology, or any of the other disciplines upon which librarianship draws. Clearly we cannot expect librarians to have mastered the literature of all of these fields. Perhaps one day we may come to some agreement about which are central to our field, which are peripheral, which might even be melded into a unified "library science." In the meantime, perhaps we can expect our students to acquire at least a glimmering idea of the scope and organization of literatures which are not "produced by and for librarians" but which pertain to fields which contribute to our practice.

The most inclusive definition of the literature of librarianship would be "the literature librarians work with," i.e., everything. The obvious impossibility of mastery of a literature so defined leads some to argue for a division of labor parcelling out responsibility for mastery of this literature among subject specialist librarians. The library science curricula which require one or more courses in the literature of the humanities, the social sciences, the natural sciences, etc., reflect an attempt to substitute for "mastery" some measure of "acquaintance."

[1]Marie Henshaw, "Conversion Sampler," Library Journal, XCII (November 1, 1967), 3964.

(In most cases it is assumed that such acquaintance will be accompanied by the mastery of one field, which is implied in the requirement of a subject specialization.)

A third possibility, it seems to me, lies in the development of some sort of structural conception of the organization of communication records in society. Perhaps it might be thought of as a special kind of language, the language of bibliographic organization, if you will. Our students, then, would be expected to master not all the literatures librarians work with, but a language or set of languages for communicating with them. It is this third possibility that we have been trying to explore at Wayne State University. Some details about our program are presented below as we turn our attention to the "how" of library-centered library education.

How? Library-Centered Teaching Methods

It is quite possible that library school students use a wide range of library resources, use the literature of library science in depth, and use library organization itself to a considerable extent in connection with the term papers, the reference exercises, the annotated bibliographies, and the examinations commonly employed in library science programs. There is no evidence on the point. (A search of the literature revealed no studies reporting anything more than circulation figures, although there were one or two studies of the reading interests of library school students.)

Because of this lack we decided to conduct a small study of our own.[2] Through a pre-test in one class we learned that a questionnaire was ineffective because it could not provide detailed evidence without suggesting answers to the respondents. Next, we developed the interview schedule presented in the Appendix to this paper. (It is included in the hope that other library schools might find it possible to adaptit for self-studies of their own.) As of this writing, we have interviewed a handful of students from a random sample of those currently enrolled in our courses. We hope to have a report on what we find out from the entire sample ready for distribution in the spring of 1968.

From the interviews completed thus far, however, we have one general impression worthy of comment here. It seems that many library science students do make extensive use of library resources. Often they do so even in connection with assignments in which the instructor has referred them to specific titles. The interesting point is that they appear to go beyond the instructor's recommendations because, for one reason or another, they are unable to locate (or borrow for home use) the titles recommended. In other words, much of library science students' use of the organization of the library occurs by default. We get the feeling, moreover, that it produces not a grasp of bibliographical organization, but rather a desperate acceptance of the value of library scrounging.

[2]Mrs. Gloria Dardarian, of the staff of the Education Division of the Wayne State University Libraries, is collaborating with me in this study.

In contrast, the assignments presented below have been designed with use of the library-as-organization as an objective in its own right. We think they vary from the more conventional assignments also in that we have deliberately chosen to sacrifice "coverage of content" for the more time-consuming, but, we believe, more powerful, individual discovery experience.

The first example is concerned with the literature of the library profession. In our course in "Technical Services in Libraries," which is a required course occurring early in the program, students write a brief paper, on topics individually assigned, under the general charge to "bring Tauber up to date," that is to start with the topic as it is treated in Maurice Tauber's thirteen-year-old text[3] and revise his treatment as he might if he were publishing it today. Obviously few students even approach an adequate up-dating; Mr. Tauber need not fear competition from this source. But all of them have some experience using the bibliographic tools, such as they are, which control the literature of librarianship; ideally, they use library literature in pretty much the same way as would a practicing librarian who had reason for or interest in finding out how a particular aspect of librarianship had developed since he left school. We are convinced that this experience

[3]Maurice F. Tauber, ed., Technical Services in Libraries (New York: Columbia University Press, 1954).

should be much more valuable than "covering" the many topics in the text, whether or not they are out-of-date,[4] because we are more concerned about our students' ability to use the library than about the validity of their stock of knowledge at any given moment. To stimulate conscious reflection about the experience, we have recently decided to add the device of asking the students to add to their papers a brief report on the steps they took to find their sources of information. Discussion of this aspect of the assignment should reinforce general principles about the function of a bibliographic chain designed to control the reporting on research and development in a professional field.

My second example of an assignment which can be called library-centered is the term project which students undertake in my college and university library seminar. Here the literature is that of the academic library specialization, including the literature of higher education. A student who decides to try to design a library-related assignment for a college course, for instance, is expected to

[4]This point deserves further comment. It is sometimes stated that one, if not the primary, function of the instructor is to supplement the textbook (or other reading), to clarify, to interpret, to up-date. This view would suggest that whenever a revision of a textbook appears the instructor loses the content of some of his lectures. More seriously, it betrays a conception of learning as basically a matter of acquisition of information, or what one writer calls "sausage-stuffing." Tauber, we understand, is revising his text. When the revision appears we will have to find another device to use as the basis for our library literature search assignments; we will still find it quite unnecessary to deal with many of the topics he covers in the text.

provide an appropriate basis for his work, derived from the literature on learning theory, curriculum construction, teaching methods and evaluation. A student who investigates the use of the library stimulated by participation in extra-curricular clubs is expected to refer to the literature on student sub-cultures, on the academic climate, etc. The emphasis in this assignment is on a problem-solving, research-oriented, empirical stance; the experience of the literature search is a secondary consideration. From the range of sources cited, however, my impression is that many students find themselves involved in a fairly intensive use of the library.

Unfortunately, I can offer no examples of library-centered assignments which focus on the organization of the literature of the fields from which library science is derived. Assignments similar to those given in our advanced subject reference and bibliography courses, where we deal with "the literatures librarians work with," might be appropriate.

These advanced reference courses were developed in connection with an Experienced Teacher Fellowship Program funded under Title V of the Higher Education Act, and directed by Margaret Hayes Grazier.[5] In organizing these courses we hoped to develop a better method of teaching reference than either the traditional one, in which the

[5]Although the same approach was used in all three of the advanced subject reference courses in the fellowship program, only the social sciences and the humanities courses are considered here. Having taught them, I know them best. I have, moreover, used most of the same assignments with non-fellowship students.

student is given long lists of reference works, which he must examine as he seeks the answers to questions calling for obscure and isolated bits of information, or the case method, in which he is likely to spend more time on amateur psychologizing but acquire no better understanding of the intricate and complex relationship among the sources of information and ideas to be found in the library. We saw the fellowship program as an opportunity to explore the possibilities in a structure-of-the-discipline framework and a discovery-through-the-library method of teaching. Here, too, we rejected the idea of "coverage." Recognizing the fact that it is clearly impossible to "cover" all, or even a meaningful proportion of "important" reference resources, we allowed each student complete freedom to identify and use only those books, reference or otherwise, which seemed to him useful for any given assignment.

For the social science course, students were asked to purchase Carl White's Sources of Information in the Social Sciences,[6] and they were supplied with the recent "Bibliographic Organization" issue of the Wilson Library Bulletin,[7] which contains Dan Bergen's bibliographic review of more recent sources, but neither was used as a textbook in the usual sense. Students were not "held responsible" for any part of

[6]Carl M. White, et al., Sources of Information in the Social Sciences (Totawa, N.J.: Bedminster Press, 1964).

[7]"Bibliographic Organization," Wilson Library Bulletin, XL (April, 1966), 703-758.

either of them. Instead, they served as very helpful starting places for exploration, examples of the sort of library tool which the librarian must be able to use rapidly and skillfully but not exclusively and not dogmatically.

We rejected also, and this is probably the greater heresy, the necessity of "covering" all the disciplines in the field. Instead, we organized our course around those which best illustrate structural characteristics which are common, in varying degree, to all the social sciences. Because we were concerned that students develop understanding of general characteristics of the social science disciplines and capacity to recognize common patterns in their literatures, we were content to have our assignments deal with only four of the eight disciplines considered in lectures and discussion and to have three of these focus on only one aspect of one discipline. To be specific, the assignments were as follows:

1. A documented paper, using at least five sources, addressed to the following questions:

   a. What disciplines are included in the social sciences? Why?

   b. Which of these are sciences? Why?

   c. Who was the founder of each? Why is he so designated?

The students were told that we were not interested in their finding the "right" answer nor, necessarily, in their reaching any personal conclusions about what answers they found persuasive, but in the implications in what they found as to the nature and scope of the social sciences. The students seemed to rely on White for sources but many of them found others as well.

2. An essay indicating the way in which several types of library tools contributed to the student's understanding of a concept in classical political science.

In this case, each student was given a single word-concept, such as "sovereignty," "justice," "Divine right," and directed to use the card catalog, the Syntop icon, an etymological dictionary, a legal dictionary, a dictionary of political science, and a periodical index. Because specific tools were pre-identified, this assignment does not fit my own strict definition of library-centered. It did, however, call for the students to locate, interpret, and evaluate the sources they used and it was a vivid illustration of the use of library resources to deepen one's understanding of the concepts in a given field.

3. A revision of a monograph concerned with the relationship between employment and defense contracts in the Detroit area.

The object here was to illustrate the use of the library as a source of data. The original monograph provided statistical evidence supporting the thesis that a high rate of employment in the area was not dependent upon defense contracts, but it was written just after the Korean War. The students' problem was to find comparable statistical evidence showing whether or not the war in Vietnam had changed the picture. The only sources we identified for them were the Statistical Abstract and Michigan Employment Statistics, although, of course, they were able to make use of clues in the sources used in the original monograph. As it turned out they identified and located sources neither I nor the economist who wrote the original monograph had ever heard of. And they used not only the university library, but also the Detroit Public Library and special sources of information in the city.

4. An annotated bibliography of sources of information about a given method used in sociological investigation and examples of its use in specific studies.

The most difficult problem in this assignment was locating the examples; almost no bibliographical tools index by method of investigation. In this case, however, there was a path from the Bergen article in the Wilson Library Bulletin to the AIBS Guide to the Behavioral Sciences, which does provide an index of this sort. Most of the students discovered this path.

5. Preparation for discussion of the field of geography.

As a special feature of the fellowship program we had invited members of the faculties of the College of Liberal Arts and of Monteith College to be guest lecturers in our course, each presenting a general view, but stressing one aspect of his discipline. For this last assignment, we decided to try using library resources alone to introduce ourselves to one of the social science disciplines. As a kind of recapitulation of the previous assignments, students were asked to find out the nature and scope of geography as a modern social science discipline, its concepts, the questions it addresses itself to, the sorts of evidence it seeks, and its methods of gathering and analysing data.

As indicated, the assignment was not written, but used as the basis for discussion, first in small groups and then with the class as a whole. As far as we could tell, the students had no difficulty finding materials which prepared them adequately for the discussion. What was

most gratifying, however, was the fact that they arrived, finally, at the conscious realization that they had acquired a structural conception which they could use as a framework for learning about the social sciences through the library.

In the humanities course which followed, we found great difficulty trying to apply the structure-of-the-discipline approach, eventually deciding that it must be supplemented by other organizing ideas. Once again, students were expected to find their own resources in the library. For starting places they were referred to Asheim's The Humanities and the Library[8] and to Rawski's article in the Wilson Library Bulletin.[9]

The assignments were as follows:

1. An annotated bibliography of the "bibliographic chain" through which scholarship in one discipline in the humanities is controlled.

Our idea here was that one characteristic of a discipline is that the people engaged in it organize themselves to create bibliographic machinery to organize the output of scholarly work. Ideally, there is a chain which begins with a monograph or an article in a scholarly journal and ends with a bibliographic review on a single area of study, an encyclopedic state-of-the-art review of the whole discipline, or an

[8]Lester Asheim and associates, The Humanities and the Library (Chicago: American Library Association, 1957)

[9]Conrad H. Rawski, " . . . in the Humanities," Wilson Library Bulletin, XL (April, 1966), 738-750.

exhaustive bibliography. In the humanistic disciplines, however, this pattern is dim, if it exists at all, except for fields like literature, art history, and philosophy, which have a long tradition of scholarship.

The assignment, therefore, would have been more appropriate in the social sciences course. As it was, students working on such "disciplines" as painting, sculpture, and folk music (we had stretched the term in order to give each student a different topic) had a rather frustrating experience trying to identify sources which fit the prescribed pattern. Perhaps because of this difficulty, their use of the library organization was all the more intensive and they discovered a great many of the sources which make up the literature, such as it was, of their respective topics.

2. An essay on the potential role of the library, both tools and methods, for bringing patrons into more or less direct contact with one performing art, one studio art, and one literary art.

One difficulty librarians experience in their dealings with faculty in the arts is caused by their readiness to direct students to "a book about" a work of art when the instructor is most concerned with having the student "respond" directly, without any intervention which might tell him how he ought to respond. Our object in this assignment was to have students consider the potential services of the library for direct encounter with the performing arts and most of the studio arts, and as the immediate source of encounters which are removed to a more or less significant degree from the "original" works of art.

The assignment involved, of course, the identification of all sorts of guides, indexes, directories, and other such tools which are useful for locating audio-visual materials as well as print. The tools were discovered not only in the Wayne library but also in the Detroit Public Library and in the library of the Detroit Institute of Arts.

3. A bibliographic review of extrinsic sources of information about a given work of art, sources which would relate to that work considered as:

a. The expression of the artist (biographical)

b. The product of its culture (geographical/historical)

c. An event in the history of a genre (historical scholarship/criticism)

d. A reflection of an ideology (philosophy)

With this assignment we turned from the intrinsic to the extrinsic approach; in a sense, we moved from the "discipline" of the artist to the "discipline" of the scholar or critic. The fellowship students were directed to avoid as much as possible the work of scholars, however, but to try to use the library as the scholar, himself, would use it in finding information relevant to his work. This charge proved so difficult that when the assignment was repeated with a later class, the students were permitted to use the work of the scholar, but were asked to examine his citations and to try to locate sources which would provide similar kinds of information. In both cases, incidentally, some of the students again moved beyond Wayne to the public library and the Art Institute.

4. A bibliographic review of sources through which one could locate works of art of several kinds all of which deal with a single theme.

One of our guest lecturers described a unit in the Monteith Humanities course which uses the Faust theme to illustrate the way in which all the arts can be perceived as ways in which man deals with eternal human questions. As a result of our discussion of what the librarian might contribute to the development of such a unit, without prior knowledge of the works to be included, the fellowship students recommended this assignment. It was given to a later class and was as successful as the others in stimulating extensive use of the library.

In summary, these assignments given in our advanced subject reference and bibliography courses illustrate the feasibility of library-centered library education, even when the literature of the profession is defined as covering the entire range of the literature librarians work with. We are fully convinced, moreover, that the experience of discovery-through-the-library was a more powerful learning experience, powerful in the sense of increasing retention, facilitating transfer, and generating a creative, problem-solving attitude, than any amount of careful examination of "essential" specialized reference tools and patient searching for the answers to "hard" questions they can answer. (One of my colleagues tested this assumption by double-crossing his students. After assuring them that the final examination would not call for memory of any particular titles, he nevertheless asked a question which did. The students did better on this question than had students taught previously in the traditional way.)

Library Support for Library-Centered Teaching

With regard to the how of library-centered library education, one additional aspect must be considered: the materials and services required to support it. Our students frequently complain about the difficulties they have in finding the materials they need in the library. Wayne's library is organized on a divisional basis, so that the reference collections are scattered. It is a heavily-used open-shelf collection, so that materials are often not where they are supposed to be. We have no separate library science library, so that students must go to the general bibliography collection, the documents collection, the juvenile collection, and other such special collections whenever their work calls for use of these materials.

Their complaints, however, seem to be related less to the discovery-through-the-library style of teaching than to organizational and collection limitations--some of which could be remedied, some of which could not. The complaints seem to occur just as frequently in connection with courses which focus on a bibliography distributed by the instructor. It must be admitted, nevertheless, that it is easier to anticipate heavy use of titles which are prescribed and to duplicate them in anticipation than it is to prepare for open-ended assignments of the sort described here. And yet some kinds of use can be anticipated. We checked the items listed in the Wilson Library Bulletin articles to make sure they had been acquired; we ordered duplicate copies of some of the specialized

bibliographical tools; we recommended duplication of those journals which are strong on bibliographical reviews and summaries.

As to the decentralized divisional organization, we recognize and we want our students to recognize the fact that it has both advantages and disadvantages. It may be a nuisance to be obliged to move from one division to another while compiling a bibliography, but it is often convenient to have a bibliography reasonably close to the titles it lists. We hope that wide-ranging use of the total organization of the library will bring home the point that the scope of the "literature" of librarianship is as broad as the library itself; we are convinced that the experience of using that organization is the most effective method through which students can achieve an operational understanding of the function of the library in society.

Summary

In this paper I have tried to make five points. First, that library-centered library education, by definition (my own), must involve use of the organization of library literature. Second, that the dimensions of library literature can reasonably be said to include a) the resources produced by and for librarians, b) the literature of the disciplines (sciences?) upon which librarianship draws, and c) the literatures with which librarians work. Third, that the nature of our field is such that setting the boundaries of library literature is

problematic no notter how we define it. Fourth, that "mastery of the literature" in the old-fashioned sense of knowing content is probably an unobtainable and possibly an undesirable objective of professional education in a field which is changing so fast. Fifth, that library-centered assignments in library school offer a possible solution of the problem if they can help students acquire a conceptual framework, a theoretical foundation for a continuing process of learning.

December, 1967

Appendix

INTERVIEW ON LIBRARY USE FOR LIBRARY SCIENCE COURSES

THIS INTERVIEW IS BEING CONDUCTED FOR A RESEARCH STUDY DESIGNED TO FIND OUT ABOUT LIBRARY SCIENCE STUDENTS' USE OF THE LIBRARY. WE'RE NOT INTERESTED IN STUDENTS AS INDIVIDUALS--YOUR NAME WILL NOT BE RECORDED. WE ARE CONCERNED ONLY WITH PATTERNS OF LIBRARY USE ASSOCIATED WITH PARTICULAR KINDS OF COURSES AND PARTICULAR KINDS OF ASSIGNMENTS.

LET US BEGIN WITH _____, WHICH YOU ARE TAKING NOW.

(For other courses): HAVE YOU TAKEN_____?

1. WHEN DID YOU TAKE IT?

   day _____ evening _____ summer _____

   1967/68 _____ 1966/67 _____ earlier _____

2. WHO TAUGHT IT?

   _____

   _____

3. ABOUT HOW MANY WERE IN THE CLASS?

   10 or less _____ 10-20 _____ 20-30 _____ over 30 _____

4. DID YOU HAVE (check)
   A. ONE OR MORE EXAMINATIONS? _____
   B. ONE OR MORE PAPERS TO WRITE? _____
   C. ONE OR MORE EXERCISES, SUCH AS REFERENCE QUESTIONS? _____
   D. ONE OR MORE ORAL REPORTS? _____
   E. OTHER KINDS OF ASSIGNMENTS (EXCLUDING READING)? _____
      (specify) _____

5. WAS THERE A TEXTBOOK (STOCKED BY THE BOOKSTORE) FOR THE COURSE?

   yes _____ no _____

6. WAS ONE OR MORE BIBLIOGRAPHIES DISTRIBUTED IN THE CLASS?

   yes _____ no _____

7. FOR THIS COURSE, DID YOU READ BOOKS, ARTICLES, OR OTHER PUBLICATIONS (other than the textbook) NOT LISTED ON THE DISTRIBUTED BIBLIOGRAPHY OR BIBLIOGRAPHIES (if there was one?)

   yes _____ no _____

   If the answer is no, but papers or reports are checked above, PROBE to find out if, indeed, sources for these assignments were listed by the instructor. If so, skip to concluding check lists. If not, proceed.

8. ABOUT HOW MANY BOOKS OR PARTS OF BOOKS, WOULD YOU SAY?

less than 5 _____ 5-10 _____ more than 10 _____

9. ABOUT HOW MANY JOURNAL ARTICLES?

less than 5 _____ 5-10 _____ more than 10 _____

10. ANY OTHER TYPES OF PUBLICATIONS?

yes _____ no _____

11. WHAT TYPES WERE THEY? _____

12. HOW DID YOU LEARN ABOUT THESE TITLES? (check below)

PROBE: For answer related to source of identification of author/title: 1) personal 2) bibliographical, instructor-directed 3) subject tool, not instructor-directed.

personal
- mentioned by instructor in class _____
- recommended by the instructor individually _____
- recommended by a librarian _____
- recommended by a classmate _____
- recommended by someone else _____
  - specify _____

bibliographical citations, i.e., footnotes or bibliography (instructor-directed)
- cited in a textbook for the course _____
- cited in one or more of the items listed on a bibliography distributed in class _____
- cited in a publication recommended by the instructor _____

subject approach
- browsing _____
- checking bibliographies and footnotes of books found on shelf _____
- periodical index _____ (specify)
  - Library Literature _____
  - Readers Guide _____
  - Education Index _____
  - Social Sciences Index _____
  - Other _____
- abstracting service _____ (specify) _____
- subject bibliographies _____ (specify) _____
  - Library Trends _____
  - State of the Library Art _____
  - Other _____

13. WHICH WOULD YOU SAY WAS YOUR MAJOR (usual, most frequent?) SOURCE OF INFORMATION ABOUT THESE TITLES? (star above)

14. FOR WHAT PURPOSE DID YOU DO THIS READING? (check)

PROBE: for answer related to incentive used by the instructor. Check "personal interest" only if there was clearly no sanction, e.g., grade-related expectation, applied.

to clarify matters not understood in lectures or discussions _____
to prepare for participation in class discussion _____
to clarify matters not understood in textbook or required readings ____
to prepare for a test or examination _____
to gather ideas and information for a "take-home" test _____
to find answers for an assigned exercise, e.g., cataloging or reference ___
to gather ideas and information for one or more assigned papers, projects or reports _____
personal interest or curiosity _____

15. WHICH REASON WAS THE MOST IMPORTANT OR MORE USUAL? (star above)

16. If exercise, paper, project or report is checked, WHAT KIND OF ASSIGNMENT(S) WAS IT? (check all that apply)

term paper _____
research project _____
annotated bibliography _____
bibliographic review _____
report (book or journal article) _____

17. HOW WERE THE PAPERS (or projects or reports) ASSIGNED. THAT IS, DID EVERYBODY HAVE THE SAME TOPICS OR QUESTIONS?

different topic for every student _____
same topic for all _____
general topic with opportunity for individuals to take different aspects _____
no restrictions (except relevance to course) _____
other _____

(NOTE: The difference between reference exercise and projects or papers may be hard to pin down. Rule out the kind of assignment in which the student had to find answers to specific questions in specified reference books. Include such things as annotated bibliographies, or bibliographical reviews, on specified topics.)

18. IF YOU HAD MORE THAN ONE SUCH ASSIGNMENT, WHICH ONE DID YOU USE THE LIBRARY MOST EXTENSIVELY FOR? (star above)

19. DO YOU REMEMBER THE TOPIC FOR THIS ASSIGNMENT? WHAT WAS IT?

_____

NOW I WANT TO ASK SOME QUESTIONS ABOUT THIS PARTICULAR ASSIGNMENT.

20. WHAT LIBRARIES DID YOU USE?

WSU _____
DPL Main _____
DPL Branch _____
Suburban public _____
Library where he works _____ (specify type) _____
Other _____

21. WHICH DID YOU GET MOST MATERIALS FROM? (star above)

22. IF DPL Main is checked: WHAT DEPARTMENT OF THE DPL?

(specify, especially if professional collection)

_____

23. If a library other than Wayne is starred above: WHY DID YOU USE

_____ MORE THAN WAYNE?

convenience _____
Wayne did not own some of materials needed _____
Wayne's materials were not available for home circulation _____
Wayne's materials were mostly charged out _____
Wayne's materials were mostly not on the shelves _____
Wayne's materials were harder to locate _____
Study conditions at Wayne were less satisfactory _____
The librarians at Wayne were less helpful _____
Other _____ (specify)

24. HOW DID YOU LEARN ABOUT THESE MATERIALS? (check below)

PROBE: for answer related to source of identification of author/title: 1) personal 2) bibliographical, instructor-directed 3) subject tool, not instructor-directed.

personal
- mentioned by instructor in class _____
- recommended by the instructor individually _____
- recommended by a librarian _____
- recommended by a classmate _____
- recommended by someone else _____
  - specify _____

bibliographical citations, i.e., footnotes or bibliography (instructor-directed)
- cited in a textbook for the course _____
- cited in one or more of the items listed on a bibliography distributed in class _____
- cited in a publication recommended by the instructor _____

subject approach
- browsing _____
- checking bibliographies and footnotes of books found on shelf _____
- periodical index _____ (specify)
  - Library Literature _____
  - Readers Guide _____
  - Education Index _____
  - Social Sciences Index _____
  - Other _____
- abstracting service _____ (specify) _____
- subject bibliographies _____ (specify) _____
  - Library Trends _____
  - State of the Library Art _____
  - Other _____

25. WHICH OF THESE SOURCES DID YOU USE AS THE STARTING-PLACE FOR YOUR SEARCH? (Mark S)

26. WHICH OF THEM PRODUCED THE GREATEST NUMBER OF REFERENCES? (Mark N)

27. WHICH PRODUCED THE BEST REFERENCES? Mark B)

28. HERE IS A LIST OF KINDS OF LIBRARY MATERIALS. (Hand student typed card.) WHICH KINDS DID YOU USE FOR THIS COURSE? (Check)

_____ books (general)
_____ journals
_____ government documents
_____ reference books (i.e., noncirculating books shelved at or near reference desk)
_____ audio-visual materials
_____ other (specify)
_____ microfilm

29. WHICH DID YOU USE FOR THE ONE ASSIGNMENT WE HAVE BEEN TALKING ABOUT? (star all that apply)

30. HERE IS A LIST OF PARTS OF THE WAYNE UNIVERSITY LIBRARY. (Hand student typed card) WHICH DID YOU USE FOR THIS COURSE? (check all that apply)

_____ the library science collection
_____ the rest of the Education Division
_____ the Humanities Division
_____ the Social Studies Division
_____ the Kresge-Science Library
_____ the government documents collection
_____ the bibliography collection (first floor)
_____ the Medical or Law Library
_____ interlibrary loan service
_____ books in storage

31. WHICH DID YOU USE FOR THE ONE ASSIGNMENT? (star all that apply)

32. HERE IS A LIST OF SUBJECT FIELDS? (Hand student typed card.) WHICH DID YOU USE FOR THIS COURSE? (check all that apply)

_____ librarianship proper (your own definition)
_____ books and publishing
_____ administration, government, management
_____ documentation, communication, information retrieval
_____ data processing, engineering mathematics, statistics
_____ literature
_____ the arts
_____ education
_____ history
_____ the other social sciences
_____ the natural sciences
_____ other (specify any additional fields you think are not covered by the above.)

33. WHICH DID YOU USE FOR THE ONE ASSIGNMENT? (star all that apply)

34. AND NOW FOR ONE FINAL QUESTION: HOW SURE ARE YOU OF YOUR MEMORY OF WHAT HAPPENED IN THIS COURSE?

remember clearly _____
pretty sure _____
doubtful about details, but remember in general _____
doubtful about the whole thing _____

Wayne State University
Department of Library Science
November, 1967